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ABSTRACT

One of the key areas in the creation of a multicultural environment on college campuses is faculty development. This CRitical Issue Bibliography (CRIB) Sheet focuses on faculty development as a key component of the multicultural campus environment. The annotated bibliography describes 16 resources, all of which are in the ERIC database. (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Multiculturalism and Faculty Development

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What is an ERIC CRIB Sheet?

A Critical Issue Bibliography (CRIB) sheet is a selected bibliography on a topic of interest in the field of higher education. The majority of the literature cited in the bibliography is found in the ERIC Database, though some CRIB sheets also include other literature, such as selected Internet resources. CRIB sheets are updated annually.

Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
Multiculturalism and Faculty Development

Creating a multicultural environment is a priority for most college campuses. Many people conceptualize this issue purely in terms of numbers of student or faculty of color--essentially recruitment. Others tend to focus on the curriculum and infusing a wider representation of perspectives. However, creating a multicultural environment is a combination of recruitment; retention; climate issues; pedagogy and the curriculum; organizational values, culture, and structure; and faculty and staff development. Our multicultural CRIB sheet series provides resources in all of these key areas, with each CRIB sheet focusing on resources in a particular area. Here, we explore how faculty development is a key component in creating a multicultural environment.

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EJ618202
Smith, Daryl G. (2000, Sep-Oct). How to diversify the faculty. *Academe, 86*, 5, 48-52.
Investigated how the job market treats potential faculty members, particularly minorities. Results debunked many prevailing myths about diversifying the faculty (e.g., the scarcity of minority faculty means that institutions must compete to hire them). Strategies and issues for consideration when institutions are exploring diversity are discussed, including scholarship, teaching, institutional viability, active searches, leadership, elitism, and affirmative action.

EJ618199
Turner, C., & Sotello, V. (2000, September-October). New faces, new knowledge. *Academe, 86*, 5, 34-37.
Though diversity is essential on college campuses, recruiting and retaining faculty of color remains an extremely difficult challenge. Research shows that encouraging diversity among faculty and students promotes better teaching and learning and encourages better scholarship. Since the 1970s, new courses have proliferated in many disciplines, and entire academic programs have been created to study issues relevant to minorities.

EJ618200
Hu-DeHart, E. (2000, September-October). The diversity project: Institutionalizing multiculturalism or managing differences? *Academe, 86*, 5 , 38-42.

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Institutions embrace diversity in theory, but they do not do much to implement it. Their inadequate support for ethnic studies is a case in point. The "managing differences" model of diversity does not seriously question the status quo. Current diversity efforts on campus help perpetuate the racial order as historically constructed, with the ethnic remaining peripheral.

ED432199
Glazer-Raymo, J. (1999). *Shattering the myths: Women in academe.* Baltimore, MD: Johns Hopkins University Press.
This book asserts that, although significant advances have been made since 1970 to increase women's participation in higher education, women's equality is a myth, especially among academic leaders such as senior faculty, department chairs, deans, and administrators.

EJ568870
Johnsrud, Linda K., & Sadao, Kathleen C. (1998, Summer). The common experience of "otherness:" Ethnic and racial minority faculty. *Review of Higher Education, 21*, 4, 315-42.
A study identified commonalities in the experiences of ethnic and racial minority faculty members at a predominantly white research university in Hawaii.

ED427638
Borman, Kathryn, Kromrey, Jeffrey D., Thomas, Daphne, & Dickinson, Wendy. (1999). *University women and minorities: A case study of organizational supports and impediments for faculty.* Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, CA.
This case study examined three types of barriers that inhibit advances in academic careers by both women and minority group members.

EJ516443
Norman, Kay F., & Norman, James E. (1995, Winter). The synergy of minority student persistence and faculty renewal. *Innovative Higher Education, 20*, 129-40.
A proposed strategy for colleges and universities to increase the academic persistence of minority group students begins with faculty renewal efforts that encourage faculty to question their cultural beliefs, examine how diversity affects teaching and learning, foster more collaborative classroom interactions, maintain high academic expectations, and acknowledge diverse learning styles and individual differences.

ED386106
Johnson, Regina E. (1995, April). *Assisting higher education professors with multicultural classroom challenges.* Paper presented at the Annual Convention of the Southern States Communication Association, New Orleans, LA.
This paper describes an ongoing effort at Middle Tennessee State University to involve teaching faculty in the exploration of issues surrounding the growing diversity in the campus population.

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ED392384
Wright, Delivee L., & Others, Eds. (1993). *To improve the academy: Resources for faculty, instructional, and organizational development, 1993*. Professional and Organizational Development Network in Higher Education. Stillwater, OK: New Forum Press, Inc.
This annual journal issue contains 20 papers on issues of faculty community, the inclusive institution, instruction, and faculty development in higher education.

ED370480
LaBare, Martha J. (1993, October 17). *Faculty development for inclusive curriculum: Principles and processes*. Paper presented at the College Teaching and Learning Exchange National Conference, San Jose, CA.
Bloomfield College (New Jersey) has encouraged faculty development in inclusive curricula through a faculty development program that guaranteed academic freedom, was begun with faculty members' own reflective practice, and was interdisciplinary and community-wide.

ED366703
Schoem, David, & Others. (1993, January). *Multicultural teaching in the university*.
This book provides a collection of papers that address the enhancement of faculty teaching and learning in an increasingly interconnected multicultural society.

ED354804
Sawchuk, Mariette T., Ed. (1992). *The role of faculty development in multicultural education. Celebrating cultural diversity in higher education series*. Los Angeles, CA: Prism Publishing of Mount St. Mary's College.
This monograph examines the process of initiating a faculty and staff development program in multicultural education at Mount St. Mary's College (MSMC) in Los Angeles, California between the year 1985 and 1988.

EJ457704
Marchesani, Linda S., & Adams, Maurianne. (1992, Winter). Dynamics of diversity in the teaching-learning process: A faculty development model for analysis and action. *New Directions for Teaching and Learning, 52*, 9-20.
Theme Issue: Promoting Diversity in College Classrooms: Innovative Responses for the Curriculum, Faculty, and Institutions. Four primary factors are relevant to social and cultural diversity in the college classroom: students, teachers, course content, and teaching methods. Faculty can use understandings of these factors and their interrelationships to facilitate learning in an increasingly multicultural environment.

EJ443235
Schmitz, Betty, & Others. (1992, Spring). Creating multicultural classrooms: An experience-derived faculty development program. *New Directions for Teaching and Learning, 49*, 75-87.
Experiences with the evolution of a University of Maryland, College Park, faculty development program focusing on diversity and classroom climate provide insights into

appropriate responses to student diversity. Attention must be given to program rationale, theoretical framework, program content, pedagogical approach, format, scheduling, and evaluation.

EJ457712
Jenrette, Mardee S., & Adams, JQ. (1992, Winter). Community college contexts for diversity: Miami-Dade Community College and Joliet Junior College. *New Directions for Teaching and Learning, 52*, 115-25.
Theme Issue: Promoting Diversity in College Classrooms: Innovative Responses for the Curriculum, Faculty, and Institutions. Miami-Dade Community College (Florida) and Joliet Junior College (Illinois), have institutionalized their commitment to encouraging cultural pluralism. Miami-Dade has established developmental studies courses for students and faculty development courses for both new and continuing teachers. Joliet fosters and teaches about diversity through academic programs, curriculum change, and faculty development efforts.

EJ389865
Brown, Walter T., & Peterson, Clifford E. (1989, Winter). Ramapo College's governor's challenge grant: Enhancement of undergraduate teaching. *International Studies Notes, 14*, 18-20.
Describes a global and multicultural literacy program designed by Ramapo College (New Jersey). Objectives of the program are: (1) to implement a professional development program; (2) to provide skills to enhance student's career opportunities; and (3) to extend Ramapo's outreach activities.

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